Aula 6

TALKING ABOUT JOBS

META

Apresentar situações, vocabulário e expressões que possam ser utilizadas em situações que envolvam profissões.

OBJETIVOS

Ao final da aula o(a) aluno(a) deve ser capaz de:
estar apto a expressar opinião sobre algumas profissões aplicando no discurso os aspectos positivos e negativos de cada uma delas.

PRERREQUISITOS

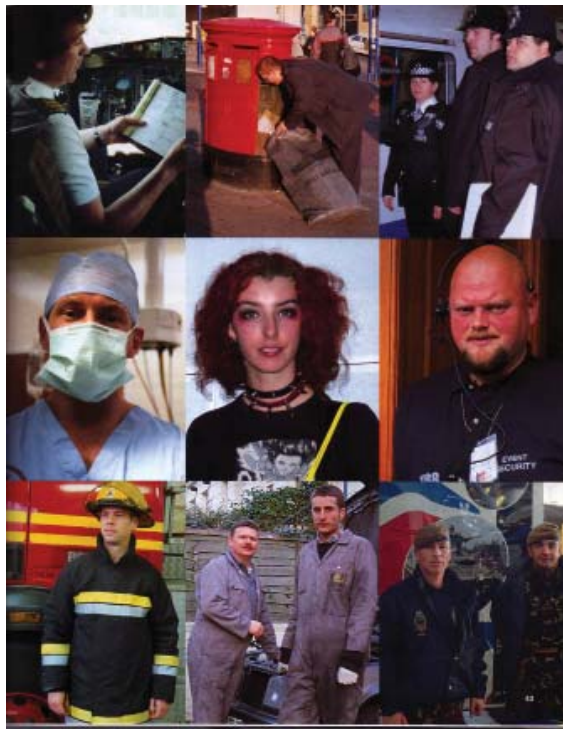
O aluno deve ter conhecimento prévio de profissões já aprendidas em Língua Inglesa.

Izabel Silva Souza D'Ambrosio

INTRODUCÃO

Esta aula tem o intuito envolver o discente em situações cujas expressões, vocabulário referente ao tópico da aula possibilite que seja feita a descrição de profissões e atuar em uma conversação. Quais profissões são encontradas em nossa sociedade? Qual é a profissão ideal? Será que existe uma ideal? E quanto as questões salariais, elas são justas para todas as profissões? Quais as questões culturais que envolvem um trabalho?

Escolher uma profissão não é algo fácil, porém é muito importante. Cada uma possui seus prazeres e desprazeres, e muitas vezes nos iludimos com algumas delas, mas também encontramos muita satisfação em outras.

Vamos aqui nesta aula, abordar sobre algumas situações que envolvam assuntos profissionais.

Fonte: Innovations (2000, p.43)

TAKE YOUR NOTES

Observando as imagens acima quais você conhece em inglês?

Qual a função de cada uma?

Qual a média salarial de cada uma?

Qual profissão você escolheria para atuar?

Após analisarem as questões acima, correlacione os nomes abaixo com estas imagens acima. Encontre as 9 profissões correspondentes:

SURGEON MECHANIC BUILDER CHEMIST
SOLDIER BOUNCER FIREMAN PILOT
MODEL POSTMAN POLICEWOMAN SOCIAL
WORKER

ATIVIDADE

Which other Jobs do you know? Write them down here:

VERIFICAR

1. Now complete the following sentences in ways that are true for you by adding the relevant Jobs to each:

I WOULDN'T MIND BEING A ....
I'D QUITE LIKE TO BE A ....
I COULD NEVER BE A .....

2. Explain your choices. The vocabulary below might help you explain why a job does or doesn't really appeal to you.

ON THE POSITIVE SIDE:
I imagine it'd be really rewarding.
I think it'd be a relly creative job.
I imagine it'd give you a loto f freedom.
I'm sure the Money would be good.
It wouldn't be all that demanding.
You'd meet a lot of people.

ON THE DOWN SIDE:
You'd have to work really long hours.
I imagine it'd be really stressful.
I think it'd get really boring after a while.
It'd be dangerous.
It'd be dirty.
I've got a feeling it'd drive me mad.
The Money wouldn't be very good.
You'd end up doing the same thing every day.

OBS: The answers from the activities above must be recorded in English.

DO PEOPLE FOLLOW THEIR PARENTS CAREER?

DIALOGUE

(Fonte: https://cdn.searchenginejournal.com).

D – Hi John! How have you been doing?

J – Great David and you?

D – Everything is going smoothly. Say, we heard you intend to major in Economics. What made you decide to choose that?

J – Well, you know my father's an economist, don't you?

I guess he influenced my decision to a certain extent. I'm sure he'd like me to follow in his footsteps.

D – What do you think it'll be like?

J – It'll be a lot of theoretical study and many projects. It would be much better if we could take more practical courses now instead of waiting until our senior years. By the way, what's your major?

D- I'm going to major in architecture but I really couldn't tell you why I chose it. I think it was a natural choice for me.

J – Why do you say that?

D – Ever since I was Young I've enjoyed math and design. Architecture seems to be the perfect field for me. Besides, my advisor told I should take advantage of my aptitude in these áreas.

J – That sounds just right to me. Why don't you come up tom y dorm and we can try to design a bridge to the women's dorm?

Taking into consideration the aformentioned carrers, have you followed your parentes career?

Do you know anyone who has?

Answer according to the dialogue:

1. Do you know why John has decided to study Economics?
2. What has david decided to take and why?
3. Which career have you decided to take? Why?
4. Do you think John wants to please his father? Why? Why notw
5. Do you think Economics is a good field? Explain why.

OBS: The answers from the activities above must be recorded in English.

FOOD FOR THOUGHT

(Fonte:http://az616578.vo.msecnd.net).

3. Match these sportsmen and sportswomen to their sports:

1. Louis Remington	a. athletics
2. Tiger Woods	b. tennis
3. Neymar	c. Formula one
4. Rafael Nadal	d. football
5. Michael Jordan	e. golf

All of these professionals are multi-millionaires as a result of salaries, prize money, sponsorship and endorsements.

Using the expressions below answer the following questions:

I think....

In my point of view...

My point of view...

I guess...

I'm almost positive...

Not everyone will agree with me, but...

I'm almost positive...

ATIVIDADE

1. Who do you think is paid the most? Why? Who is paid the least? Why?
2. Are they paid too much, in your opinion?
3. How much do the top sportsmen and women get paid in your country?
4. Who is one of the highest paid? Do you think (s)he desserves the sallary?

Read the father's view and decide which sport is he talking about. Can his criticismo apply to sports in general?

IMMORAL EARNINGS?

What in the world is happening to professional sport? When I was a kid, it cost $5 to get a decent seat at the stadium, and my dad would buy me a hot dog and himself a beer which would bring the total cost to about $ 10.

Last Saturday I took my little boy to see the Giants play. After the parking, tickets, refreshments and souvenirs, I walked out of there with $75 less in my pocket. Just ask me how soon I'll be going back!

But it got me thinking: why am I paying so much to watch a group of men throw a ball around? And then I realised: I was paying Billy Slater's salary: $350,000 a year. And Matt Jerrold's salary: $500,000 a year. Oh, and how could I forget Sal lbarra's new contract. $3 million over the next three years.

Where is the perspective here? What are our priorities as a society? There are 35,000 homeless in this city who don't have a roof over their

heads, clothes to keep them warm or food to fill their stomachs. And we are paying these men 6- and 7- figure salaries to keep ourselves entertained! Something is gone wrong.

FONTE: (Taboos and Issues, 2001, p. 35)

Look back at the article and answer these questions with a partner:
1. What things did the man have to pay for at the baseball game?
2. Why does he say " Just ask me how soon I'll be going back"?
3. What does he mean when he says that he's paying the players' salaries? Do you agree?
4. Why does he start talking about homeless people?

OBS: The answers from the activities above must be recorded in English

FOOD FOR THOUGHT
CULTURE CLOSE-UP

In the U.S, many students find jobs in restaurants as waiters or in fast-food establishments as cooks or conter help. These Jobs usually pay a very low or "minimum" wage – the lowest wage allowed by law. Students who work as waiters in restaurants, however, receive tips to supplement their wages. From tips, students can sometimes make enough money to help support themselves or, in the case of college students, help pay their tuition.

Fonte: (Spectrum, vol .2, 1992).

1. Reflecting about the aformentioned topic talk about your opinion about it?
2. Have you or you know somebody who has gone through such situation?

OBS: The answer from the question above must be recorded in English.

(Fonte: https://cdn.searchenginejournal.com).

The dialogue talks about the difficulties to find a job.

Now is your turn to build one. You are supposed to continue **dialogue 2**. Create your own response. Good Luck!

DIALOGUE 1

HAVING A HARD TIME TO FIND A JOB

Mark: Hi Peter! How are you doing these days?

Peter: Oh, Hi Mark. I'm not doing very well, actually.

Mark: I'm sorry to hear that. What seems to be the problem?

Peter: ... you know I've been looking for work. I can't seem to find a job.

Mark: That's too bad. Why did you leave your last job?

Peter: Well, my boss treated me badly, and I didn't like my chances of advancing in the company.

Mark: That makes sense. A job without opportunities and a difficult boss isn't very attractive.

Peter: Exactly! So, anyway, I decided to quit and find a new job. I sent out my resume to more than twenty companies. Unfortunately, I've only had two interviews so far.

Mark: Have you tried looking online for a job?

Peter: Yes, but so many of the jobs require moving to another city. I don't want to do that.

Mark: I can understand that. How about going to some of those networking groups?

Peter: I haven't tried those. What are they?

Mark: They're groups of people who are also looking for work. They help each other discover new opportunities.

Peter: That sounds great. I'll definitely try some of those.

Mark: I'm glad to hear that. So, what are you doing here?

Peter: Oh, I'm shopping for a new suit. I want to make the best impression possible at my job interviews!

Mark: There you go. That's the spirit. I'm sure things will look up for you soon.

Peter: Yes, you're probably right. I hope so!

Fonte: http://esl.about.com/od/intermediatereading/a/d_report.htm

DIALOGUE 2

Mark: Hi Peter! How are you doing these days?

Peter:

Mark: I'm sorry to hear that. What seems to be the problem?

Peter: ...

Mark: That's too bad. Why did you leave your last job?

Peter:

Mark: That makes sense.

Peter:

Mark: Have you tried looking online for a job?

Peter:
Mark:
Peter:
Mark:
Peter:
Mark: I'm glad to hear that.
Peter:
Mark:
Peter:

CONCLUSÃO:

Podemos concluir até o presente momento que a comunicação oral se apresenta de diversas maneiras e não somente pela construção de um diálogo, mas a través da exposição de um ponto de vista, de uma opinião, de uma descrição etc.

Falar sobre Jobs é um assunto muito amplo, contudo nesta unidade simplesmente focamos no que se refere a salário, seguir a profissão dos pais... assuntos para reflexão e para a sua produção oral.

RESUMO

Para resumir a nossa sexta aula, ela teve por finalidade, articular não somente diálogos, mas também um texto para sua interpretação e exposição de opinião, posto que a expressão oral é realizada de diversas formas. Para tanto, é necessário que a sua prática não fique somente atrelada a este material. Conforme mencionado anteriormente, pesquise, acesse material online e impresso. Procure por mais situações que envolvam o assunto.

AUTO-AVALIAÇÃO

1. Estou ciente do vocabulário e expressões apresentadas?
2. Sou capaz de articular um diálogo situações que envolva profissão?
3. Sou capaz de interpretar um texto e expressar minha opinião?
4. Compreendi e soube responder as questões apresentadas?

PRÓXIMA AULA

Para a próxima aula estudaremos Talking about Traveling.

REFERÊNCIAS

BYRD, Donald RH. **Spectrum: a communicative course in english**. Prentice Hall PTR, 1992.

DELLAR, Hugh; HOCKING, Darryl. **Innovations: An English Course for Students at Intermediate-upper Intermediate Level**. Language Teaching Publications, 2000.

MACANDREW, Richard; MARTÍNEZ, Ron. **Taboos and Issues**. London: Language Teaching Publications, 2001.

ZINOVETZ, George. **Brasas English Course**, vl.6,7. Editora Eficiência Ltda, 1986.